**WELCOME TO**

**“TRAVELING THE GLOBE WITHOUT**

**LEAVING THE CLASSROOM”**

**Via the SMART Board**

**PRESENTED BY:**

**Judy O’Sullivan**

**Visitation School**

**Kindergarten Aide**

**Before we begin this unit in the classroom, I post information on our classroom website as an upcoming event. I also send a note home to the parents one week ahead of time. I believe that parents can play a role in building the children’s enthusiasm by talking with them about this at home and introducing them to some of the vocabulary that will be presented in school.**

**Intro to Travel**

Before your students embark on a trip to a foreign country, it is important to introduce them to the world as a whole. During circle time, I use the classroom globe to point out the continent of North America, and we locate the state of Illinois together. This gives the children an idea of where they live, and how that compares to the even bigger world that we all share. I also write down our city, state, and country on the SMART Board. Then we talk briefly about the world and all seven continents.

**Getting Started**

Discussion for the next day would include the exploration of documents like a passport. I would bring a real one of my own to class, so the children could look at it and observe the stamp markings. Again, we will discuss in detail how this blue passport travels in and out of different countries as we head toward our chosen destination.

By the end of the discussion, the children know the difference between domestic and foreign travel. Many of them have traveled outside their state already, so this is an easier concept to grasp.

We are now ready to make our passports. The children fill in all the necessary information themselves, and they also receive their airplane tickets. These are placed in their cubbies for the next day, when we travel.

As our plane lands and we enter a whole new country, the children will go through customs and get an official stamp on their passports. The children enjoy this activity, because it makes their passports official!

**Library Center**

In this area of the classroom, I have books about the country we are visiting. We read a few of them together in class:

1. Anholt, Laurence. The Magical Garden of Claude Monet
2. Bemelmans, Ludwig. Madeline in London
3. Priceman, Marjorie. How to Make an Apple Pie and See the World
4. Radcliff, Mara. Pieces of Another World
5. Rose, Melanie. P is For Passport
6. Sasek, Miroslav. This is Paris

*Any atlases or picture books with maps would also be useful to have in the classroom for easy access.*

**Music**

Multicultural music is played in the background during our art activity. This gives the children an idea of the unique sounds they might hear if they were actually in that country.

**Computer During Free Choice Time**

We use Google Earth to search for images on the Internet. We also look for maps of our chosen country, as well as information about zoos in that area. This can be about a 10-minute activity after our trip, to learn more about all the interesting things we saw.

Another idea is to look up food items, specifically through pictures. The children can use those images to design menus for their pretend restaurant during free choice time. This takes them back to the country they visited and helps them combine it with the games they enjoy playing here in the United States.

**Smart Technology: Create Your Trip**

Set up blank sides to import your own pictures or Google images. You can fill up your photo library and select the ones you like best. I also start my trip with O’Hare Airport, bag check, security, etc… Each step is highlighted individually on the SMART Board. This makes the experience more real for the children.

**Culminating Activity**

We conclude our trip with an art activity. The children enjoy this free expression, and it gives them an opportunity to chat with each other about what they’ve experienced through the SMART Board.

For example, after visiting Paris and the Louvre Museum, we use our watercolors to paint Mona Lisa or Monet’s famous water lilies. These pictures can be saved and used for the student’s portfolios, or for a display at their graduation ceremony. The possibilities are endless.

**Science**

In our classroom, we travel to Hawaii, so no passports are needed. This gives the children the experience of traveling further away, but still remaining in the United States. We observe volcanoes on our trip and draw some of our own in the classroom.

**Assessment**

I create a Venn diagram with the children on the SMART Board. We discuss what we saw and learned through a group discussion.